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## New Forms and Methods in the Pedagogic of Art: Creative Interaction between the Teacher and Children.

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### Abstract

The article deals with the specifics of forms and methods of creative-oriented educational process as children and adults' joint activity, the aim is to teach the child to think, create, analyze, generate ideas and find solutions. The author of the article notes great opportunities of innovative art technology that represents a system of creative games «Textile-fun» (Leisure with textile) in creation the conditions for creative self-realization of children in the development of perception, thinking, imagination, communication abilities, emotional sphere, in the formation of aesthetic relationship to reality, as well as having a therapeutic effect on the regulation of emotional condition of the child.

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### 1. Introduction

Nowadays, many changes occur in education all over the world, as in the most important sphere of human life. Rapidly changing world demands new rules on the education system, which should provide a creative education of the well-mannered personality, capable of communication and collaboration with people, having a

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holistic worldview, focused on human values, capable to carry out creative comprehension and world transformation on the basis of professional knowledge.

The national doctrine of education in the Russian Federation provides significant changes of all education system on the basis of its advancing development and innovation [1]. The innovative direction in the system of pedagogical science - creative pedagogic which aims to create new cognitive methodology, to overcome the psychological barriers of thinking, to develop ability to think abstractly, to build interaction of the teacher with the pupil on the basis of reflection, educational and creative self-organization for the intellectual and creative development.

Creativity (from lat. creatio – creation; from English Creativity - "creative", ability to creative activity) is a creative, innovative activity. Creativity (according to I.A.Lykova), is considered as a result of an initial internal inclusiveness of imagination mechanisms in various mental processes [2]. Creativity, by A. Maslou's definition, unites various spheres of the mental: activity, process, installation and personality.

It is known that 40% of children under 6 years of potentially talented, however, the training, built on the basis of traditional didactics, sharply reduces their creativity [3]. But the main principle of art education in kindergarten is the principle of creativity and independence of children.

## 2. Method

Providing productive art activity of preschool children, the tutor sets the aim to help children learn reality more perfectly and completely, to display the attitude to it more actively and brightly. The teacher promotes to find new ways and forms of children creative activity and creates conditions for the best result of cultural achievements in personal and creative process. Children's activity becomes the manifestation of creativity, as in the methods of action and its result. Novelty in art activity of the preschool child have not only subjective level (novelty for the child), but also objective level (novelty for others) – often in creation of fantastic, fairy-tale images. According to our experience, a substantial material of fairy tales with the base on art activity promotes to the expression in children initiative, a demand for self-search activity that allows you to create the atmosphere of creativity, inspiration, and, as a result, motivate preschool children to gain knowledge, to study, to develop creative imagination. "The fairy tale, the imagination, game, unique children's creativity is a right way to the heart of every child. V. Sukhomlinsky told that the fairy tale, the imagination is a key by means of which it is possible to open all the doors of child heart. Thanks to artistic images and special fairy-tale language we develop a sense of beauty.

In the work with preschool children we develop creativity and imagination and use innovative art technology «Textile-fun» or "Leisure with textile" (authors E.D. Fayzullaeva, T.D. Fitsner) in the form of creative interaction teacher with children [4]. Art technology is a system of creative games, which develop perception and emotional sphere of children's imagination and creativity. With their help, you can entertain the kids, bring together and befriended, have a lot to teach them. For children from three to seven years, it is important to learn to concentrate, be attentive, cooperate with others, trust, be independent, and develop a positive outlook on the world.

The main idea of the Textile-fun technology according to E.D. Fayzullayeva [5], consists in the solution of pedagogical tasks and regulation of a child emotional condition during the interaction with other people — children and adults. The authors of technology emphasize a number of aspects of child activity in which application of fabric materials as cures of educational and educational tasks is psychologically justified: touch and therapeutic aspect, communicative aspect, game and creative aspects.

Any creativity begins with surprise and inspiration. Light color fabric (chiffon) from a usual rag turns into flowers and trees, magic birds and butterflies, sea inhabitants with the help of children imagination and hands.

Game with fabric creates special space in which children get new experience, develop the art abilities, imagination, associative thinking.

According to our experience there are some stages in child development of textile fun activity:

- The chaos – uncertainty, helps to find new idea (function), but doesn't realize it, origin of associations;
- Modeling - search of graphic opportunities, ways of modeling;
- Ordering - make a plan, comparison with the purposes;
- Plot stage – plan expansion, detection of creative potential of the child;
- Feedback implementation – interaction with ready models (images) in game activity;
- Change (specification) of properties, forms of models in the course of art and creative activity;
- Reflection.

Giving the child the possibility of art experimentation with fabric material, both in action, and in search of new art possibilities through transformation, we form flexibility of thinking, the ability to think outside the box to build the logic of their reasoning and actions, it develops motility, deprives templates, gives creative freedom actions and personal interest in the success.

Modeling of landscapes, elements, images occurs not only on the textile - the tutor can involve the child "inside" a picturesque cloth, suggest to turn into a cloud, the sun or to become sunbeams together with other children. The tutor not only carries out sensory development of the child on the basis of sensory experience (it is known that the touch, sliding of light fabric on a body of the child causes positive sensual effect), but also promotes therapeutic impact on the general emotional attitude of a child or a group of children, creating the comfortable atmosphere in an artistic image.

"Air", transparent rags arose curiosity in children which causes a desire to experiment with forms and color: imposing colored rags at each other, get new color combination (green crown of the tree is covered with yellow fabric – "the autumn came", rags are imposed at each other in various order - colorful autumn leaves, development of visual perception, distinction of shades of colors, etc.). Considering the surrounding things out of light color chiffon, child "paints" the world round himself in favorite colors. Children learn to create color harmony – the color combinations making impressions of color balance, integrity, unity.

During the process of making a picture, children with the tutor think about every element of future work: "falls" - imitation of a falling stream, "the sea waves" - representation of shaking waves, "breeze" - exercise on breath, etc. Transferring an artistic image with simultaneous movement improvisation, the child realizes that creation of any composition, a performance can be in various forms.

Investigating a fabric material as graphic, children can wet it in water (the whole cloth or part) – there will be a possibility of creation of the conceived image in the plastic way or in a combination of different ways ("the floret was dismissed", "cheerful portraits", "berries ripened") with the prolonged art effect of "blooming", "maturing". Such game will keep attention of children still a long time, causing interest of young artists experimenters result expectation: drying of fabric will be accompanied under natural conditions by form change, and, as a result, originally created image that brings in creative process an intrigue and pleasure from the received result.

Exploring the fabric material, children can wet it in water (the whole or part) - there will be a possibility to create an image in a combination of different methods ("bloomed flower", "cheerful portraits", "ripe berries") with the prolonged art effect of "blooming", "maturing". This game will keep the children's attention for a long time, causing the interest of young artists, waiting the result: drying fabric will be accompanied by a change in form, and as a result, originally created image that brings intrigue and excitement of the result in creative.

Exercises with fabric material improve visual, auditory and kinesthetic perception, develop a sense of space and rhythm. Plasticity of hand movements in such exercises is defined by characteristics of a game material "lightness" of fabric, pliability and plasticity of fabrics streaming or soaring in air, and impressions of movement of "a colorful palette" amplifies background sound of classical music, creating the magic atmosphere.

### 3. Results and discussion

We try to create such conditions that every child could prove himself within his own opportunities. Children interact with the tutor, and also with each other and all group. Especially important for us that the child takes pleasure of a game, feels his importance, makes the development of "events" of game, expands the experience. Esthetic emotion of the child demands an instant exit that causes need of a constant emotional inclusiveness of the adult, his readiness for improvisation, contact, and support.

The fabric designer allows modeling various fantastic sketches and making pictures, representing favorite fairy tale heroes and creating new, fantasy images. It is possible to create game situations, involving children in creative cooperation.

One of methods of creative development is the empathy method (a method of personal analogy). Creating the fairy tale character, a child identifies himself with object and a subject of creative activity. There is a judgment of a role, function of the fantastic character, feelings, emotions, abilities to see, hear, argue that demands the imagination. Thus the child can go out of contents of the fairy tale; it intensifies processes of thinking that leads to «production" of original ideas.

Children's art creativity is specific as caused by internal incentive motive, represents activity in which process, instead of its result is important. So, in interesting game, the child learns to put fabric, to twist, giving it the necessary form, volume, to tie small knots, to combine parts as a whole.

Children's art creativity is specifics, because it is caused by internal motivation. It is an activity in which the process is important, not the result. So, in an interesting game, the child learns to put fabric twist, giving it the necessary shape, size, tie knots, combine parts as a whole.

The art technology «Textile-fun» (authors E.D. Fayzullaeva , T.D. Fitsner) focuses on the child personality, the possibility of organization a gradual comprehension into the modeled space, during which the child builds his own communication, masters the art experience in joint activity with adults, other children, and then recreates (or create his own ) artistic image.

#### 4. Conclusion

Receiving creative experience in esthetic activity, forms ability to esthetic perception of the world at the child, and, as a result, there is an extrapolation of experience of perception on the sphere of human relationship, attention manifestations to the world, to the nature, to other people, to itself. Novelty of a beautiful and unusual "graphic" fabric material - the designer "A chiffon rainbow", novelty the situations interesting, tasks not repeating for children, possibility of a choice – all these conditions create the joyful, uncommon creative atmosphere in kindergarten where at children from delight eyes burn and their dreams are born.

Creative experience in aesthetic activity forms child's ability to aesthetic perception of the world and, as a result, a perception on the extrapolation of experience on the human relationships, attention to the world nature, others, yourself. The novelty of the beautiful and unusual " fine " fabric material - the designer " A chiffon Rainbow", the novelty of the situation, interesting tasks for children - all these conditions create a joyful , creative atmosphere in kindergarten, where children create their dreams .

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